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AUTHOR Spicer, Scot L., Ed.; Cook, Joy, Ed.
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ABSTRACT

Student equity is among the highest priorities at Glendale Community College (GCC), where 55% of the student population is from historically underrepresented groups. The college's Student Equity Plan (SEP) has the goals of maintaining and enhancing equity in access and success; conducting research to evaluate student access and success; and promoting faculty and staff commitment to serving a multicultural community with up-to-date technology. The SEP Committee reviewed and evaluated available information about student access and success, finding that: (1) minority groups made up approximately the same proportions of the GCC student body as of the school district population as a whole; (2) females made up 55%-57% of the student population; (3) collegewide, students completed 72.9% of the units they attempted, though Black students were not as successful in completing units as other students; and (4) data on retention and persistence suggested that equity could be enhanced by targeting first-time college students for greater attention. SEP objectives focus on the development of teaching methodologies to serve the community and the enhancement of faculty commitment to student success. GCC has developed an integrated professional development program for all full- and part-time employees, including short courses, workshops, lecture series, grants for individual and institutional enhancement, a faculty resource center, and flex days. The Spring Student Survey, the Campus Views survey of faculty and staff, the Alumni Survey, and Focus Groups all serve to assess the campus climate and satisfaction. The SEP timeline is included. (KP)

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ED 370 614

Glendale Community College

Student Equity Plan

Edited By
Scot L. Spicer
and
Joy Cook

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Executive Summary

"Glendale Community college is an institution dedicated to the creation and preservation of an educational and cultural environment which meets the needs of a changing community." (College Mission Statement) The state and the Board of Governors are increasingly defining how we should evaluate the success of our mission. The Student Equity mandate requires us to broaden our attention from access to success for all students. This mandate also requires us to collaborate internally in new ways to achieve greater effectiveness.

The Student Equity Planning Committee reviewed and evaluated available information about student access and success and formulated three general goals for the institution to make student equity a top priority: (1) The College will strive to maintain and enhance equity in access and success to programs and services. (2) The College will strive to maintain and enhance research which evaluates student access and success. (3) The College will strive to maintain and enhance its commitment to ensuring a faculty and staff able to serve a multi-cultural community with 21st century technology.

In general, the committee found that the institution is providing equity, access and success to its diverse community. If a problem exists, it is that first-time college students are far less likely to experience success than desirable. Consequently, the theme of our recommended activities is to focus on first-time college students. The report provides 14 specific activities to coincide with the following three objectives:

Objective 1: **Develop policies, procedures, and programs to enhance the academic success of first-time college students.**

Objective 2: **Continue to assess needs and opportunities to develop teaching methodologies to serve the community.**

Objective 3: **Develop policies and programs to enhance faculty commitment to student success.**

The accomplishment of the Student Equity goals, objectives, and activities will require an on-going process of coordination, research, evaluation, and revision of current policies and programs. The Committee, therefore, also recommends that a Student Equity Committee be established as a subcommittee of Campus Executive with the Superintendent/President as an active member to enhance the institution's commitment.

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Introduction

Overview

"Glendale Community College is an institution dedicated to the creation and preservation of an educational and cultural environment which meets the needs of a changing community." [Glendale College Mission Statement] There is no other single issue of more critical importance to the dynamic nature and future of the college community than the provision of access and assurance of success for **all** students: students from historically underrepresented groups pose our greatest equity challenge. We will provide the range of educational opportunities necessary for these individuals to succeed, or we will witness the development of:

> "What has been called a 'permanent underclass,' mostly minority, and a semipermanent, semi-employable stratum of low-skilled workers. The consequences of this development would be dire: the permanent under-utilization of the energies and talents of our people, the deepening of racial resentments and fears, and the constant anxiety among more and more of us that the future has no place for us." [AB 1725, Section 1(g)]

Consequently, we reaffirm our mission by making student equity among the highest priorities at Glendale College where over 55% of the student population is from historically underrepresented groups.

Glendale College students are increasingly non-traditional adults: not just "new" students but newly immigrated, multi-lingual, multi-cultural students "new" to higher education. This is the result of a steady stream of immigration to southern California over the past decade. These students are often underprepared to succeed in a college program, the initial term of enrollment posing the greatest challenge; therefore, it is this population of first-time students who will be the focus of the college's efforts. Our research has shown that if we are losing students, it is in

their first term; therefore, we have adopted this student group as the focus of the student equity plan.

Background Information

A special committee was formed to develop the student equity plan. Broad representation from campus constituencies, including gender, ethnicity and expertise was the primary consideration in committee selection. The members of the Student Equity Planning Committee were:

Barbara Assadi	Faculty, Non-Credit ESL
Ramona Barrio-Sotillo	Counselor; Coordinator, Transfer Center
Gabriela Bibian	ASB Representative
Joy Cook	Coordinator, DSPS; *Committee Chair*
Sarkis Ghazarian	Counselor, EOPS
Karen Huestis	Counselor, Non-Credit Programs
Lynn Kast	Faculty, Math
Mirta Lorenzo	Placement Center Supervisor
Maureen Brady	Assistant Director, Financial Aid
Jean Manoogian	Executive Secretary, College Services
John Queen	Faculty, Political Science
Mariah Ribeiro	Counselor, International Students
Nina Rosen	Faculty, Non-Credit ESL
Scot Spicer	Director of Institutional Research
Mako Tsuyuki	Faculty, Social Science
Carlos Ugalde	Faculty, Political Science
Vicki Washington	Associate Dean, EOPS
Fred Wells	Contract Consultant, College Services
Mike Wheeler	Faculty, English

The committee divided itself into two study groups:

a) The Process Recommendations Study Group reviewed existing college service programs and their program plans to identify potential duplication of service delivery systems and opportunities to increase effectiveness.

b) The Campus Climate Study Group reviewed the campus climate survey

results and research data relative to student access and success. These groups met separately and jointly to discuss findings and formulate recommendations and goal statements as reflected herein.

Program Goals and Recommendations

The following are the three primary goals established by the Student Equity Planning Committee:

1) The College will strive to maintain and enhance equity in access to and success in programs and services.
2) The College will strive to maintain and enhance research which evaluates student access and success.
3) The College will strive to maintain and enhance its commitment to ensuring a faculty and staff able to serve a multi-cultural community with 21st century technology.

The committee recognized that the achievement of these goals would require an on-going process including coordination, research, evaluation and revision; therefore, it is the recommendation of the Student Equity Planning Committee that **(A)** a permanent Student Equity Committee be formed and that this committee report directly to the Campus Executive Committee. The Student Equity Committee will recommend plans, policies and procedures to the Campus Executive Committee which will further student equity; admission, retention, persistence, graduation, transfer, and achievement of occupational goals by all students. It is also the committee's recommendation that **(B)** the Superintendent/President serve as an active member of the Student Equity Committee to ensure and enhance the institution's commitment to student equity.

Objectives and Activities for the Student Equity Plan

<u>Objective 1</u>: Develop policies, procedures, and programs to enhance the academic success of first-time college students.

Activities:

1) *Establish a standing Student Equity Committee.* Campus Executive, in consultation with the faculty, staff and student bodies will create a subcommittee of Campus Executive.

2) *Provide a comprehensive set of orientation programs utilizing multiple methods of delivery to ensure first-time college students have the information to fully participate in and benefit from college opportunities.* The Student Affairs Committee will take responsibility for establishing a task force to look at the process of admissions-to-enrollment students follow to identify potential barriers to access and success.

3) *Provide programs of support services which assist first-time college students to improve their retention, persistence, and success.* The Student Affairs Committee and Student Equity Committee will seek to ensure coordination and linkage of existing and developing support services to promote access and success of first-time students.

4) *Develop peer mentoring programs for first-time student populations.* The Academic Senate and Student Affairs Committee will develop and pilot peer mentoring programs for first-time students.

5) *Conduct research to identify ways of increasing the retention and persistence of underrepresented students to within five percent of the college average.* The Student Equity Committee and the Research & Planning Unit will design and coordinate projects.

6) *Initiate a regular program of alumni surveys addressing the needs of all areas of the institution: instructional program evaluation, service evaluation, goal attainment, satisfaction.* The Research & Planning Unit will coordinate the project and requests for information.

7) *Initiate a program of student focus group discussions to evaluate access to the institution and cultural/communication issues between members of the college community.* The Student Equity Committee and the Research & Planning Unit will design and coordinate the project.

8) *Initiate research to assess if adult males in the district are under served by the college.* The Student Equity Committee and the Research & Planning Unit will design and coordinate the project.

Objective 2: Continue to assess needs and opportunities to develop teaching methodologies to serve the community.

Activities:

9) *Continue programs providing multi-cultural teaching approaches to faculty.* The Staff Development Committee will promote programs of proven effectiveness.

10) *Continue programs that apply technologies to instruction and the classroom.* The Staff Development Committee will promote effective programs.

11) *Continue support for classroom assessment training and implementation.* The Staff Development Committee will promote effective programs.

12) *Evaluate unit efforts to present multi-cultural views of learning and knowledge.* The Administration and faculty groups will ensure that program review activities accomplish this activity.

Objective 3: Develop polices and programs to enhance faculty commitment to student success.

Activities:

13) *Enhance faculty participation in mentoring, guidance, and advisement functions.* The Academic Senate will evaluate policies and programs which may be barriers to promoting faculty mentoring of students.

14) *Review regularly degree and certificate program requirements for appropriateness and to ensure that the requirements pose no unnecessary barrier to completion.* The Academic Senate and Academic Affairs Committee will evaluate current and proposed programs utilizing the framework established for academic issues.

Research Findings and Student Equity Goals

Overview

The Student Equity Committee has reviewed suggested information as well as additional information from a variety of sources in preparation of this plan. In general, the committee concludes that the institution is serving a diverse community, providing historically underrepresented groups access to higher education, and assisting all students in completing degree and transfer goals.

While some goals for specific student categories will be suggested and additional research recommended, the committee has concluded that the initial term of enrollment poses the greatest challenge to all students and that focusing attention on the orientation process for each entering cohort will most efficiently enhance opportunities and success for all categories of students.

The committee feels that sufficient information is available to identify valuable goals while acknowledging that an institutional commitment to a software consortium in response to MIS demands will make some data collection and evaluation tasks more difficult in the short run.

Access

The college is serving the traditionally underrepresented ethnic and female populations of its district. The census and campus information below reflects on the service to a diverse community. Additionally, females make up 55% to 57% of the student population. While the Student Equity Committee feels the institution is meeting the challenge of serving a diverse community, there is concern that immigrant males -- who give priority to providing immediate financial support for their households rather than to training -- might be under served by college programs. Census information confirms that there are 6,000 Latino and 6,000 Caucasian (most likely immigrant) adult residents with less than a high school education in the district.

Census and Campus Population Comparison

	1990 District Census[1]	Census[2] Under 18	Census Over 17	Fall 1990 Campus Population	Fall 1992 Campus Population
Caucasian	53.1%	54.4%	66.3%	54.7%	53.1%
Hispanic	21.0%	27.2%	19.2%	23.3%	23.4%
African Am.	1.3%	1.3%	1.1%	2.0%	2.1%
Am. Indian	.4%	.2%	.3%	.7%	.5%
Asian/Pac. Isl.	14.1%	16.6%	12.9%	17.5%	19.6%
Other	10.2%	.3%	.2%	1.8%	1.3%

Sources: 1990 Census, *Campus Profile '91*, and *Campus Profile '93* .

[1]This is from the original release of the US Census Bureau for Glendale. At the time they claimed that ninety percent of "other" was Latino in California; however, every indication suggested that for the City of Glendale it was Armenian immigrants. In 1980, the City had 1.7% in the "other" category.

[2]In subsequent releases, the Census Bureau provided different break downs of ethnicity, essentially allocating those originally in "other" to the "Caucasian" category as reflected in the age-specific break down provided here.

Course Completion

The ratio of completed units compared to units attempted as of the census period for fall 1992 demonstrates varied student patterns, but consistent rates of completion. The one exception being that Black students (African-Americans and other Blacks) do not appear to be as successful at completing units as other students based on the fall 1992 data.

Fall 1992 Course Completions by Status Categories

	Units Attempted		Units Completed		%	%
	Median	Mean	Median	Mean	Completed	Zero
Collegewide	6.00	7.49	4.00	5.46	72.9%	22.7%
Am. Indian	6.00	6.50	3.00	4.62	71.2%	25.0%
Asian	9.50	9.13	6.00	6.82	74.7%	21.1%
Black	6.00	7.12	3.00	4.14	58.1%	30.2%
Citizen Caucasian	6.00	6.72	3.00	4.97	74.0%	23.4%
Resident Caucasian	7.50	7.72	6.00	6.06	78.5%	18.1%
Citizen Latino	6.00	7.44	3.00	4.99	67.0%	27.0%
Resident Latino	6.00	7.09	3.00	4.71	66.5%	25.2%
Other Latino	6.00	7.17	4.00	4.88	68.0%	20.9%
Filipino	7.00	7.74	4.50	5.43	70.1%	25.4%
Others	8.00	8.32	6.00	6.17	74.1%	18.1%
Male	7.00	7.95	5.00	5.72	71.9%	22.9%
Female	6.00	7.14	4.00	5.27	73.8%	22.6%
With Disability	6.00	7.22	3.50	5.18	71.7%	20.5%
Male Under 25	9.50	9.32	6.00	6.56	70.3%	22.0%
Male Over 24	5.00	6.03	3.00	4.54	75.3%	24.1%
Female Under 25	9.00	8.90	6.00	6.32	71.0%	22.0%
Female Over 24	5.00	5.59	3.00	4.34	77.7%	23.1%

Source: *Campus Profile '93.*

The committee adopted the categories for study listed above for several reasons: 1) The standard "federal" categories provide a distorted view of the college by lumping native Caucasians with immigrant Caucasians who have different educational needs. Similarly, the college serves Latino populations divided between

natives and recent immigrants. 2) In the long-term, we will use the more comprehensive MIS categories, but our institutional data processing situation relative to this data prohibits access in a timely fashion (the college is still working to ensure that the 92-93 MIS submissions are correct). And finally, 3) these categories provide a broad view of the students served.

In reviewing this information, the committee looked at retention and persistence across enrollment status and goal categories as well. There are many variations in student patterns as there are wide differences in the preparation of our student populations (as demonstrated on statewide CAP score comparisons). The chart on the following page provides a broader overview of retention and persistence; first time college students are highlighted. While reviewing the data in numerous ways, it became clear to the committee that equity could and would be enhanced by targeting first time college students for greater attention.

FALL 1992 COLLEGEWIDE SUCCESS COMPARISON

	Units Attempted		Units Completed		%	Spring	Sample		Completer's GPA		%	%	Spring	Sample
	Median	Mean	Median	Mean	Zero	Persist	Size		Median	Mean	Zero	4.0	Persist.	Size
Collegewide	6.00	7.49	4.00	5.46	22.7%	69.2%	15,324		2.90	2.63	4.5%	17.5%	81.0%	11,845
Am. Indian	6.00	6.50	3.00	4.62	25.0%	57.5%	80		3.00	2.72	5.0%	21.7%	71.7%	60
Asian	9.50	9.13	6.00	6.82	21.1%	71.1%	2,102		2.83	2.66	2.7%	12.8%	82.3%	1,658
Black	6.00	7.12	3.00	4.14	30.2%	57.1%	324		2.50	2.38	7.1%	14.6%	71.7%	226
Citizen Caucasian	6.00	6.72	3.00	4.97	23.4%	64.6%	4,940		3.00	2.96	2.9%	30.1%	76.3%	3,786
Resident Cau/sian	7.50	7.72	6.00	6.06	18.1%	78.4%	3,054		2.66	2.48	6.4%	11.4%	88.4%	2,502
Citizen Latino	6.00	7.44	3.00	4.99	27.0%	67.4%	2,089		2.50	2.41	4.9%	10.3%	81.0%	1,525
Resident Latino	6.00	7.09	3.00	4.71	25.2%	68.6%	1,125		2.50	2.29	8.0%	10.2%	80.7%	841
Other Latino	6.00	7.17	4.00	4.88	20.9%	73.4%	364		2.25	2.33	10.1%	7.6%	83.3%	288
Filipino	7.00	7.74	4.50	5.43	25.4%	66.3%	905		2.53	2.47	3.7%	12.3%	79.6%	675
Others	8.00	8.32	6.00	6.17	18.1%	74.4%	199		2.75	2.56	3.7%	13.5%	81.0%	163
Male	7.00	7.95	5.00	5.72	22.9%	68.6%	6,591		2.70	2.56	4.2%	15.2%	80.2%	5,083
Female	6.00	7.14	4.00	5.27	22.6%	69.7%	8,733		3.00	2.68	4.7%	19.2%	81.5%	6,762
With Disability	6.00	7.22	3.50	5.18	20.5%	72.9%	628		2.73	2.39	14.6%	17.6%	84.2%	499
Male Under 25	9.50	9.32	6.00	6.56	22.0%	73.7%	3,840		2.50	2.42	3.4%	7.3%	85.0%	2,995
Male Over 24	5.00	6.03	3.00	4.54	24.1%	61.6%	2,751		3.00	2.78	5.5%	26.5%	73.4%	2,088
Female Under 25	9.00	8.90	6.00	6.32	22.0%	74.5%	4,093		2.62	2.46	4.3%	8.4%	86.2%	3,194
Female Over 24	5.00	5.59	3.00	4.34	23.1%	65.5%	4,639		3.00	2.88	5.1%	28.9%	77.4%	3,567

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FALL 1992 SUCCESS COMPARISON FOR FIRST-TIME COLLEGE STUDENTS

	Units Attempted		Units Completed		%	Spring	Sample		Completer's GPA		%	%	Spring	Sample
	Median	Mean	Median	Mean	Zero	Persist	Size		Median	Mean	Zero	4.00	Persist	Size
Collegewide	6.00	6.95	3.00	4.75	28.0%	67.7%	2,600		2.45	2.26	11.9%	12.0%	82.9%	1,871
Am. Indian	6.00	4.25	3.00	5.55	12.5%	62.5%	8		2.88	2.40	14.0%	14.3%	71.4%	7
Asian	9.00	8.36	6.00	6.28	25.3%	72.4%	391		2.56	2.45	5.8%	12.0%	89.7%	292
Black	5.00	6.30	3.00	3.48	30.8%	56.9%	65		2.66	2.17	17.8%	15.6%	75.6%	45
Citizen Caucasian	6.00	7.08	3.00	4.82	28.2%	64.3%	649		2.91	2.57	7.7%	17.4%	77.9%	466
Resident Cau/sian	5.00	5.65	3.00	4.24	25.1%	74.9%	541		2.33	2.11	19.5%	12.1%	88.4%	405
Citizen Latino	6.00	7.44	3.00	4.40	33.5%	61.2%	433		2.00	2.00	11.8%	5.6%	80.2%	288
Resident Latino	5.00	6.26	3.00	3.84	29.7%	63.9%	266		2.00	1.98	17.1%	10.2%	77.5%	187
Other Latino	8.00	8.26	5.00	5.42	21.1%	84.2%	19		2.32	2.10	13.3%	6.7%	86.7%	15
Filipino	6.00	7.03	3.00	4.81	28.6%	70.9%	189		2.33	2.21	8.9%	8.9%	84.4%	135
Others	9.75	9.65	6.00	5.85	30.0%	60.0%	10		1.75	1.81	14.3%	28.6%	71.4%	7
														0
Male	6.00	7.24	3.00	4.93	28.6%	67.6%	1,217		2.45	2.29	9.7%	10.8%	82.4%	869
Female	6.00	6.68	3.00	4.58	27.5%	67.8%	1,383		2.46	2.24	13.8%	13.1%	83.3%	1,002
With Disability	2.50	5.01	1.50	3.25	21.6%	64.9%	74		2.00	1.85	32.8%	13.8%	74.1%	58
Male Under 25	8.00	8.15	4.25	5.50	28.0%	70.4%	904		2.40	2.30	6.5%	7.8%	84.9%	651
Male Over 24	3.00	4.62	2.50	3.28	59.7%	59.7%	313		2.54	2.25	19.3%	19.7%	74.8%	218
Female Under 25	7.50	7.67	3.00	5.07	72.0%	72.0%	933		2.22	2.12	12.1%	6.3%	87.6%	669
Female Over 24	3.00	4.64	3.00	3.58	59.1%	59.1%	450		2.48	2.48	17.1%	26.7%	74.8%	333
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Degree and Certificate Completion

The institution is just beginning to track students through the curriculum and will eventually, as required by federal Student-Right-to-Know legislation, be able to report programmatic degree and certificate completion. At this time we are unable to do the required cohort analysis. Below is a record of the 1992-93 degrees and certificates awarded; this can be compared to either fall 1990 or fall 1992 enrollment information for an estimation of group/cohort success (see next page).

The committee finds that, in general, all categories of students are being served by the programs of the college. In particular, however, we would like to see an increase in the numbers of degrees and certificates awarded. The committee also felt that programs designed to enhance Latino success towards completing degrees and certificates should be reviewed and enhanced where greater effectiveness could be achieved.

Degrees and Certificates Awarded, 1992-93

(Award)	AA			AS			Cert.			Total	*Percent*
(Gender)	M	F	U	M	F	U	M	F	U		
American Indian	1	3		1			1	4		10	1.4
Asian/Pac. Islander	26	38		7	15		9	10		105	15.0
Black	2	1			1		3	2		9	1.3
Caucasian	69	121		25	36		49	59		359	51.3
Filipino	4	14		6	11		2	8		45	6.4
Latino	34	40		10	7		22	21		134	19.1
Other	8	7			3		4	8		30	4.3
Missing		1			2	1	1	2	1	8	1.1
TOTAL	144	225		49	75	1	91	114	1	700	
Percent of Column	39.0	61.0		39.2	60.0		44.2	55.3			

Source: *Campus Profile '93.*

1992-93 Awards to Females:	414	59.1%
1992-93 Awards to Males:	284	40.6%
Female/Male Ratio on Campus:	57/43	

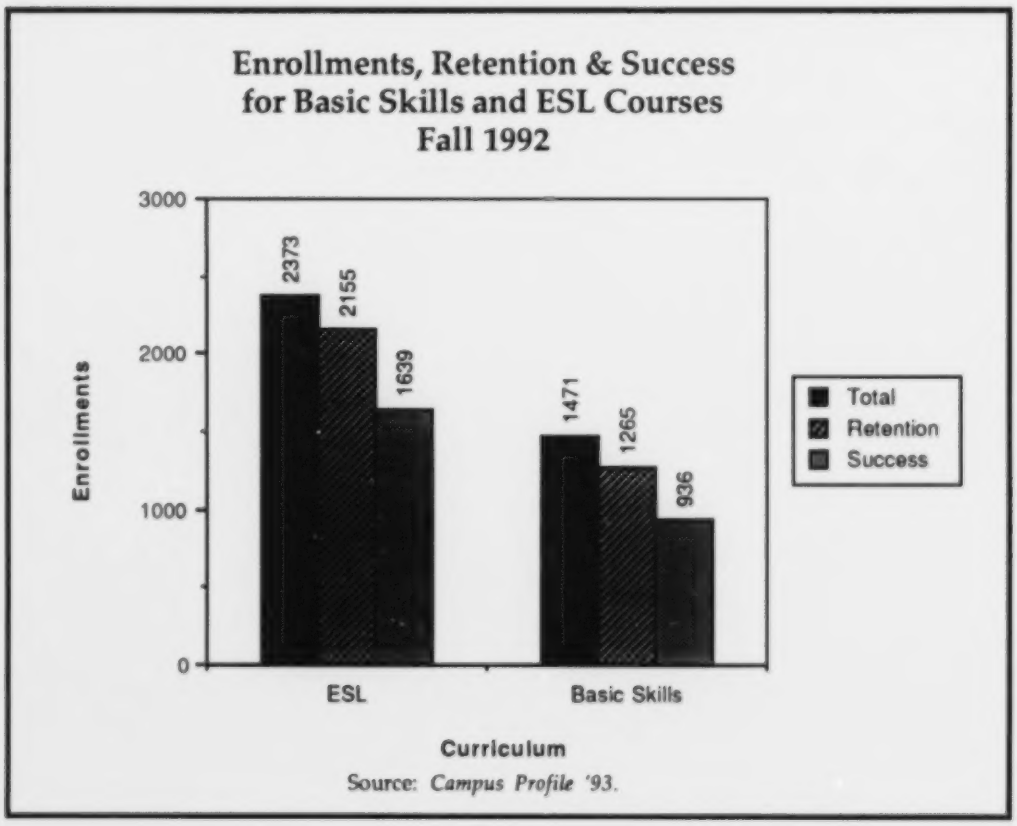
Degree Goals for Students in 1990 & 1992 by Ethnicity

	AA DEGREE			AS DEGREE			CERTIFICATE		
	Female	Male		Female	Male		Female	Male	
1990									
Am. Indian	28	20	0.8%	2	0	0.4%	3	5	1.0%
Asian	406	362	12.3%	35	18	9.5%	53	26	9.8%
Black	54	62	1.9%	11	2	2.3%	6	10	2.0%
Caucasian	1937	1421	53.9%	169	97	47.8%	302	145	55.5%
Latino	774	643	22.7%	117	62	32.1%	116	79	24.5%
Filipino	166	131	4.8%	21	12	5.9%	12	15	3.4%
Other	129	101	3.7%	8	3	2.0%	26	7	4.1%
	56.0%	44.0%	6,234	59.3%	40.7%	1,188	64.7%	35.3%	805
1992									
Am. Indian	25	13	0.5%	2	0	0.5%	2	1	0.4%
Asian	529	471	14.3%	36	16	12.8%	31	19	7.0%
Black	76	77	2.1%	2	4	1.5%	10	3	1.8%
Caucasian	2158	1522	52.6%	138	59	48.4%	299	161	64.5%
Latino	871	728	22.9%	74	43	28.7%	84	56	19.6%
Filipino	242	174	5.9%	19	8	6.6%	17	12	4.1%
Other	65	46	1.6%	3	3	1.5%	13	5	2.5%
	56.7%	43.3%	6,997	67.3%	32.7%	407	64.0%	36.0%	713

Source: Fall 1990 & 1992 SMR Data Base

ESL and Basic Skills Completion

The college has developed a special program to track students through the English and English-As-A-Second Language curriculum. While such tracking is important, we will continue to be limited in our ability to respond to this item by our commitment to the MIS software consortium. Over the last several years, about 50% of those students completing ESL 151 (degree applicable, one level below freshmen composition) have proceeded into the freshmen composition course with the same likelihood of success as those students completing the parallel level native-speakers course. Below is additional information reflective of our students' success.



Extensive efforts have been under way since 1987 to revise and develop English and ESL curricula as well as to refine and improve assessment and placement practices. These efforts have been partially funded by Matriculation

resources as well as federal Title III monies.

Among the instructional changes and innovations have been the addition of another basic skills course in the English curriculum, expanded offerings of ESL Listening & Speaking courses, and computer labs for both English and ESL courses which focus on basic skill levels. The AA-level required course for communication can be filled by courses in English, Business, or ESL Divisions; these classes share common end-of-term holistically evaluated tests. Similarly, all ESL classes at the same level share a common end-of-term holistic evaluation of students. A new math computer laboratory with programs and software to develop basic math skills will be added in spring 1994.

Assessment and placement issues have been a major focus of the institution since 1987 as well. The English Department is reviewing its placement process and the ESL Division is validating a home-grown assessment process. The Math Division plans to initiate mandatory assessment for placement into its course sequence for fall 1994. Each Division and the Research & Planning Unit have on-going projects to evaluate placement and student flow in the respective course sequences.

Transfer Rate

The college has not always collected social security numbers from students and all transfer reporting is based on the social security number. Consequently, we cannot match the data available from the senior institutions with our student records (except for an occasional report from a single institution). We have social security numbers for almost all current students and have been actively updating this information in our data base.

Glendale is participating in the Ford Foundation / Center for the Study of Community Colleges transfer study of the fall 1988 entering cohort. Our lack of social security numbers made a previous participation effort, looking at the fall 1985 entering cohort, unproductive.

The college also participated in last year's COCCC / BW Associates California Transfer Rate Study which looked at the 1989-90 departing cohort (attaining 12 or more units) and transferring to CSU and UC by fall 1992. They ranked Glendale 43rd highest of 61 participating colleges with a 16% rate -- this rate is of all "leaving" students regardless of their initial or subsequent goals.

Information in this area will rapidly improve in the next few years. The following pages contain information on the ethnicity of our transfers to California's public four-year institutions. We do not have gender or disability data, nor do we have anything other than a count of our transfers to the private four-year institutions. Overall, current data suggests that the transfers from the college have moved into better alignment with the ethnicity of the population served. The institution, however, must continue to seek methods to further encourage and enhance Latino transfers.

Transfers to CSU by Ethnicity

	Transfers					91/92	GCC Fall 1990
	87/88	88/89	89/90	90/91	91/92	Percentage	Enrollment
American Indian	6	3	1	5	3	.8%	.8%
Asian	47	42	41	50	48	13.2%	12.3%
African American	7	11	1	5	6	1.6%	1.9%
Filipino	11	16	22	13	18	4.9%	4.6%
Mexican-American	27	24	23	37	29	7.9%	11.0%[1]
Other Hispanic	18	17	25	30	34	9.3%	11.0%[1]
Pacific Islander	1	3	1	0	1	.3%	.3%[2]
White, non-Hispanic	205	179	153	154	151	41.4%	55.6%
Unknown[3]	43	37	38	46	75	20.5%	
TOTAL	**365**	**332**	**305**	**340**	**365**	**100%**	**100%**

[1] Hispanic total has been divided based on *Spring Student Survey* data between Mexican-origin and non-Mexican origin Latinos.

[2] The Pacific Islander population on campus has been very small. In the 1990 *Spring Student Survey* the total was .3%; since 1986, the average report from the *Spring Student Surveys* has been .5%.

[3] Unknown are most likely immigrants and a few Student Visa students. The majority of the immigrants are Middle Eastern Caucasians.

Sources: *CSU Academic Performance Report 1991-92* and *Campus Profile '91*.

1989, 1990 & 1991 Fall Transfers to the University of California System

Fall 1990 Campus		3 Year Total of UC Transfers	
12.3%	Asian/Pac. Islander	55	18.7%
1.9%	Black	3	1.0%
4.6%	Filipino	9	3
22.0%	Latino	43	14.6%
.8%	Native American	0	0
55.6%	White	156	53.1%
2.7%	Other/Alien	28	9.5%

Source: CPEC *Student Profiles 1992* and *Campus Profile '91*.

Faculty and Staff Development

Overview

In 1986 Glendale Community College established an integrated professional development program for all full- and part-time instructional, classified, and administrative employees. With a substantial commitment from the institution, the staff development program is closely aligned with college priorities, goals, and objectives. The purpose of staff development is to improve the totality of students' college experiences through a synergy of instructional and non-instructional professional growth opportunities. These activities are designed to enhance communication across academic disciplines and work assignments, promote the use of proven instructional methodologies and innovations, expand awareness of cultural diversity, improve organizational dynamics, enrich the college community, advance inter-institutional and outreach relationships, and heighten employment satisfaction.

The program has developed many elements since 1986. For example, all college employees are eligible for innovative project grants that benefit instructional or institutional purposes. Consultants are invited to present the latest leadership techniques and strategies in such areas as team building, decision making, long-range planning, program review, and governance. In-service courses, taught by faculty members, provide technological training and address various needs for thought and action. Faculty lecturers explore widely diverse subjects and invite examination of the sciences, ethics, values, gender, ethnicity, and culture. Outreach programs, such as partnerships with secondary and post-secondary institutions, help faculty develop strategies and stimulate cooperative endeavors. The program is coordinated by a faculty member with release time and a full-time program assistant and is developed and evaluated by a standing campus committee. The adoption of a *flex* calendar and receipt of outside grants have broadened the faculty and staff

development efforts of the institution. The institution will be challenged to continue these efforts under current financial limitations.

Professional Development Activities

Short courses, series, workshops, and single presentations address a broad range of topics. Offerings are determined by needs, requests, and availability of speakers. Activities address skills improvement, acquisition of information, health and wellness, and teaching strategies. Faculty and staff institute days have offered training to enhance all employees' ability to perform their tasks. Annual and special events, such as *Women's History Month*, help the institution ensure that a breath of intellectual perspectives are provided to students and underscore the commitment to our multi-cultural community.

Lecture series include visits by authors, performers, scholars, and other experts and are typically open to the entire campus. Two *Faculty Lecture Series* involving sixteen lectures are annually organized around science topics and humanities-social sciences topics by faculty coordinators. A third eight-lecture series offers diverse topics of general interest and is organized by the Staff Development Office.

The most requested in-service programs have been computer literacy, including various hardware and software uses. A diversity of software training from introductory through advanced levels has been and continues to be provided to users of various computer systems.

The internationally known *Instructional Skills Workshops* program as well as *Great Teachers* seminars are routinely offered to enhance teaching. These efforts expand on various modes of classroom instruction for teaching basic skills to critical thinking and exploring interdisciplinary and multi-cultural contexts of knowledge. Short courses and seminars are also offered to supplement leadership, publication, and degree-credit encouragement opportunities.

Grants for Individual and Institutional Enhancement

All college personnel are eligible for innovative grants for projects to enhance instruction or institutional operations which typically involve developing curriculum materials in a variety of mediums. Grant applications are reviewed, evaluated, and approved by the staff development advisory committee in light of institutional needs assessment, mission and goals. Such grants are organized around four areas; *Innovative Projects, Scholarly Research, Summer Scholarly Research, and Classroom-Based Assessment*. Contract faculty are eligible for research grants to expand their knowledge or provide feedback for the institution about program outcomes. Contract faculty are also eligible to request support for research on instructional techniques. Grants restricted to faculty require dissemination and/or submission for (juried) publication as an element of project completion.

Faculty Resource Center

The objective in establishing the Faculty Resource Center was to enhance talents, expand interests, improve competence, and facilitate professional growth of the faculty as teachers. Materials in various formats are available to assist in student evaluation, enhance student retention and success, develop cooperative learning strategies, develop student materials, and provide multi-media instructional support. The center can also arrange for the filming of class presentations so instructors have a videofeedback on their performance which can be reviewed with or without mentor consultation.

Flex Days

The college adopted an early-start calendar for 1993-94 and initiated a flex-day schedule for faculty. Full-time faculty will be required to complete 30 hours of

professional enhancement a year, and part-time faculty will be required to complete a program equivalent in length to their semester teaching load at the college. Faculty can choose to participate in staff development programs, do research in a content area, develop curriculum, develop articulation agreements, conduct student advisement, or enroll in continuing education and degree programs. All flex activities must be directed toward improvement of instruction, counseling, other non-instructional professional skills and/or curriculum betterment, and not directed toward meeting routine professional obligations of faculty.

Title III Project 1989-1994

The college received a federal Title III grant of nearly $2.5 million distributed over the years 1989 to 1994 to strengthen access to the institution, student classroom success, and campus data processing capabilities. Besides promoting the use of technology in the classroom and computerizing assessment procedures already noted, the grant has promoted a variety of projects to explore and test alternative instructional approaches in classes where students have previously had the least success. *Supplemental Instruction* programs train faculty to use both Berkeley and Missouri tutorial models. Funding has also been made available for faculty efforts to develop courses and teaching methods to increase the retention and success of at-risk students.

Assessment of Campus Climate

Overview

While establishing and promoting a climate conducive to learning and appreciative of a multi-cultural community is the responsibility of every member of the college staff, the Research and Planning Unit has the primary responsibility for assessing the campus climate. The Long Range Planning Committee, Accreditation Self Study Committees, Student Affairs Committee, and Matriculation Committee have been involved in the development and evolution of this activity.

The college has conducted student and staff surveys addressing issues of institutional climate and satisfaction on a regular basis since 1986. A long-term plan to expand this activity is in place as part of matriculation evaluation. These plans may be enhanced and additional activities initiated to maintain an on-going assessment of the campus climate.

The process of developing this *Student Equity Plan* has produced new questions which need to be answered to ensure an institutional understanding of students' needs and expectations.

Spring Student Survey

The initial *Spring Student Survey* questionnaire was developed in concert with the 1985-86 Accreditation Self Study. Nine campus committees, organized to respond to individual standards within the accreditation self study guidelines, submitted items for the faculty, classified staff, and student surveys which were executed during the spring of 1986. The 100 questions used in 1986, with some modifications and additions, constitute the basic item bank from which questions have since been drawn.

The *Spring Student Survey* is conducted as a classroom survey. After the 1986 survey specifically related to accreditation, the activity became an annual event

in 1988. Since that time the campus Matriculation Committee has acted as the oversight group with the primary goal of the survey being to collect specific demographic and evaluation information the Research & Planning Unit is committed to doing by the campus matriculation plan. The Dean of Instruction/Career Education and the Long Range Planning Committee have made information requests as have other campus units which have been included in subsequent surveys.

The student characteristics of gender, ethnicity, age, and educational goals have been evaluated by daily class times to select an appropriate and representative sample of classrooms to survey each year. With this information several possible combinations of days and hours to survey the campus have been used. The survey times have been rotated each year, with the scheduling and actual survey response size for each year listed below:

Year	Day	Class Times	Sample Size
1986	Wednesday	11 a.m. & 7 p.m.	1,412
1988	Tuesday	9 a.m. & 7 p.m.	2,347
1989	Wednesday	11 a.m. & 7 p.m.	1,253
1990	Tuesday	9 a.m. & 7 p.m.	2,208
1991	Tuesday	9 a.m. & 7 p.m.	2,703
1992	Wednesday	11 a.m. & 7 p.m.	2,902
1993	Tuesday	9 a.m. & 7 p.m.	2,555

In 1986, the one-hour length of the survey dissuaded some faculty from participating. Over the years, however, the samples have been quite good, and it is reasonable to suggest that the margin of error be estimated at that for a similarly sized random sample, namely in the range of 2 to 3 percent. Because the survey is conducted in the late spring of each year, non-persistent and non-retained students are not well represented and other follow-up activities have been conducted. Specifically, non-continuing and registered-but-not-enrolled students have been surveyed in spring 1990, spring 1993, and fall 1993.

The *Spring Student Survey* has usually asked respondents to identify

themselves and to provide addresses of relatives who would always know their location. This information will be used for long-term follow-up and will allow a comparison of students' impressions during and after their experiences at the college.

The *Spring Student Survey* has produced campus reports providing a variety of information from preferred class times and reasons for selecting the college to the effectiveness of support services. Perhaps most related to the issue of campus climate have been the reports of student awareness, use, and satisfaction with support services -- examples are provided in the 1992 Student Satisfaction Survey, Reference Volumes A & B. Individual unit managers have been regularly provided with student awareness, use, and satisfaction ratings by student categories including gender, ethnicity, age, disability, enrollment status, and unit load.

Campus Views

Campus Views has been the reporting of faculty and staff views about the college initiated on a regular basis in support of the institution's accreditation self studies. The initial questionnaire was developed in concert with the 1985-86 Accreditation Self Study. Nine campus committees, organized to respond to individual standards within the accreditation self study guidelines, submitted items for the faculty, classified staff, and student surveys executed during the spring of 1986.

For the second such survey in 1990, an effort was made by the members of the Long Range Planning Committee to have the survey forms for faculty and staff be as similar as possible. A few questions from the 1986 survey were dropped, while others were added for the 1990 effort. The Long Range Planning Committee and the Research & Planning Unit staff made additional modifications to reflect current titles and use the most appropriate and sensitive language in the questionnaire.

The *Campus Views* questionnaire has six sections: 1) Job Satisfaction which asks questions to establish the basic, long-term attitude of faculty and classified staff

towards working at the college. The questions deal with structural and personal dynamics, areas the institution can to some degree control either through policy or the "atmosphere" within the college. 2) Personal Information collects demographic variables which allow for more detailed analysis of the opinions reflected in the data. 3) Working Environment contains questions related to actual working conditions, including both physical aspects of the job setting and communication issues with other employees. 4) Campus Management questions are based on the premise that institutional mission and goals are dependent on the development of a collegial spirit and a favorable impression of the governance and decision-making process by employees. These items determine satisfaction with the governance process and existing procedures. 5) Educational Goals seeks to evaluate the college's current operation relative to the appropriate mission and goals of the institution for the next ten years. And finally, 6) Student Services seeks to evaluate the effectiveness of student support services by measuring faculty and classified staff awareness, referral of students, and observed student satisfaction with the services.

Table A: Sample Descriptions

	1986	1990
Full-time Faculty	147	137
Est. Margin of Error	+/- 3%	+/- 6%
Hourly Faculty	224	86
Est. Margin of Error	+/- 5%	+/- 9%
Full-time Classified	112	126
Est. Margin of Error	+/- 5%	+/- 6%
Part-time Classified*	59	31
Est. Margin of Error	unknown	unknown

*Part-time Classified not reported separately in 1986.

An extensive effort was made in 1986 and 1990 to reach all employees of the college for these surveys, but for various reasons, not all employees contributed their opinions. The response rate from hourly faculty was poor in both years. There is every reason to have confidence in the survey data collected from full-time faculty and classified staff in both years. Table A above lists the sample size and estimated margin of error for each group had the responses been truly random.

The information from these reports has been reported widely to the campus and published.

Alumni Surveys

The *Spring Student Survey* information was collected and stored in a way so that individual responses could be compared with their opinions following their separation from the institution. While such surveys have been scheduled since 1991, a variety of problems has made the initiation of regular alumni surveys impossible. While resources have been slim and time-constrained, there have also been conflicting mandates from the COCCC in the form of vocational education reporting requests with definitions different than matriculation definitions. Discussions between the college's Dean of Vocational Education and Economic Development and the Research & Planning Unit as well as statewide efforts have lessened the conflicts. Additionally, some vocational resources may augment matriculation funds to move this activity ahead within the next several years.

Focus Groups

The 1993 *Spring Student Survey* utilized an array of questions suggested in CPEC's Resources Guide for Assessing Campus Climate to add to the institution's assessment of campus climate. Members of the Student Equity Committee and the Research & Planning Unit staff were dissatisfied with the items and unconvinced of their usefulness. Attributing meaning to the findings was generally difficult, and

the questions proved to be difficult for both native and non-native speakers of English.

While no major concerns resulted from the 1993 survey, a commitment to student focus group discussions conducted under the auspices of the Student Equity Committee and the Research & Planning Unit resulted. These activities will be organized around targeted student categories and will focus on two broad concerns: 1) culturally based differences between student expectations and institutional organization, and 2) difficulties students may find in accessing the institution and support services.

Appendix -- Timelines

Activity	Responsible Group(s)	Outcome Desired	Funding	Timeline
1) Establish Student Equity	Executive Committee and campus	Subcommittee of Executive.	n/a	Fall 1994
Committee	constituencies.			
2) Orientation Recommendations	Student Affairs Committee	First time students should move	n/a	Begin
		towards the college average on		Spring '94
		awareness, use, and satisfaction		
		with services. (Spring Student		
		Survey)		(Spr. 1995)
3) First Time Student Support	Student Affairs Committee and	Raise average first semester GPA	n/a	Begin
	Student Equity Committee	of first-time students to within	or seek	Fall 1994
		.20 of collegewide average.	grants	
4) Peer Mentoring Programs	Academic Senate and Student Affairs	Increase retention, persistance,	n/a	Design by
		and GPA of the most at-risk	or seek	Fall 1994
		students to within 10% of	funding	
		collegewide average.		
5) Research about	Student Equity Committee and Research	Identify factors contributing to	n/a	On-going
Underrepresented Students	and Planning Unit	success and failure of all		
		students.		
6) Institute Alumni Surveys	Research & Planning Unit	Identify factors contributing to	n/a	Begin
		student success and failure.		Spring '95
7) Initiate Focus Group Research	Student Equity Committee and Research	Identify factors contributing to	n/a	Begin
	& Planning Unit	student success and failure.		Spring '94

8) Adult Male Population	Research & Planning Unit and Student	Identify educational needs and	n/a	Begin
	Equity Committee	barriers to attendence at GCC.		Fall '94
9) Multi-Cultural Training	Staff Development Committee and Flex	Increase awareness and use of	n/a	On-going
	Professional Development Committee	proven methodologies.	or seek	
			funding	
10) Application of Technology	Staff Development Committee and Flex	Increase awareness and use of	n/a	On-going
	Professional Development Committee	proven technologies.		
11) Classroom Assessment	Staff Development Committee	Support campus training.	n/a	Begin
			or seek	Fall '94
			funding.	
12) Program Review	Executive Committee and Academic Senate	Include measurement and/or	n/a	Begin
		evaluation of multi-cultural		Spring '94
		in program review process.		
13) Faculty Mentoring	Academic Senate and Flex Professional	Evaluate current programs,	n/a	Begin
	Developmment Committee	and ensure inclusion in flex	or seek	Spring '94
		activities.	funding	
14) Degree Review	Academic Senate and Academic Affairs	Review program requirements for	n/a	Begin
	Committee	barriers to completion as part of		1994-95
		on-going activities.		

END

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